

Childminder report

Inspection date: 14 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

The childminder is warm and caring. Children enjoy sharing their activities and learning with her. For example, they invite the childminder to join in with them as they build a tower out of bricks. They then look at colours together as they create their design. The childminder provides a range of resources for children. However, on occasion, children have a little difficulty in accessing them. Children enjoy looking at books with the childminder and giggle as they make various animal sounds together. The childminder supports children's emotional well-being and children are happy, settled and behave well. However, there is scope for their social skills to be supported further. The childminder supports children's developing speech and language skills. For example, she uses a wide vocabulary, models new words and asks questions. Children respond well to the high expectations she has for their learning. Using her risk assessments effectively, the childminder keeps children safe and well. She encourages children to follow good hygiene routines. For instance, children proudly announce their hands are clean as they wash them before lunch. Children enjoy using simple technology and become engrossed as they press buttons and make toys light up and play sounds and music.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents are strong. The childminder obtains a wide range of information from parents when their children join her setting. She creates an in-depth picture of children's family, interests and the skills they have already developed. The childminder makes a timely and accurate assessment of what children need to learn next. She develops a challenging curriculum to support them to acquire the skills and knowledge they need as quickly as possible. She provides parents with support and information to help them extend their children's learning at home. Children benefit from the continuity in their learning.
- The childminder reflects on the service she provides. She uses this effectively to make improvements to her professional skills and learning. For example, she has developed her understanding of how to support the learning of children with special educational needs and/or disabilities.
- Children enjoy attending the setting. They form strong bonds with the kind and gentle childminder. For example, they laugh with delight as she joins in the games they make up to play with her. However, they do not have a full range of opportunities to develop their social skills, such as learning how to play in larger groups of children.
- The childminder carefully plans the learning she provides for children. For example, she includes mathematical language into a range of activities. Children are encouraged to think about size, shape and numbers as they sing counting songs.
- Children quickly acquire the skills they need for the future. They demonstrate

the satisfaction they get from carrying out simple self-care tasks. They talk about the cutlery they use at lunchtime and develop their understanding of why they need to sit while they eat. The childminder carefully devises ways in which she will support children's confidence as they progress towards moving on to the next stage of their education.

- Children enjoy directing their own play and become absorbed in their activities. However, on occasion, they are not able to access some of the resources easily when they want to incorporate them into other areas of their play, which slightly hinders their concentration.
- The childminder understands the importance of children learning about leading a healthy lifestyle. She provides varied and nutritious meals, which children enjoy eating. Children are supported in exploring new tastes and textures. They respond well to the childminder's encouragement and develop the confidence to try foods they have not eaten before.
- The childminder encourages children to think about their similarities and differences. She incorporates different languages into children's activities. Children learn new words, for example, and expand their understanding of people whose lives might be different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of safeguarding. She can describe the signs and symptoms which may cause her concern about a child in her care. She has refreshed her safeguarding knowledge and attended additional training. The childminder has made herself aware of how to recognise the indicators that a child is a risk of being exposed to extreme ideas or behaviours. She has clear procedures in place should she have any concerns. She gathers detailed information about children's health needs and allergies, to help her keep them safe and well.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to widen their experience of playing with other children and develop their social skills further
- review opportunities for children to access the resources more easily to extend their play and learning even further.

Setting details

Unique reference number	EY543697
Local authority	Hounslow
Inspection number	10100889
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Kew Bridge, in the London Borough of Richmond upon Thames. She operates for 46 weeks of the year from 7.30am to 4pm, Monday to Friday.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The childminder and inspector completed a learning walk, and the childminder discussed how she uses her space and resources to support children's learning.
- The inspector observed children as they were engaged in a variety of activities. She talked to the childminder about how she assesses children and plans to help them to develop the knowledge and skills they need for the next stage of their education.
- The childminder talked about how she evaluates her practice and has built on her partnerships with parents.
- The inspector looked at a sample of documents, including the childminder's safeguarding policy and those relating to the suitability of all adults living on the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019